

DARESBUY PRIMARY SCHOOL Pupil Premium Strategy Statement 2018-19

1. Summary Information					
School	DARESBURY PRIMARY SCHOOL			Local Authority	HALTON
Academic Year	2018 / 19	Total Pupil Premium Grant	£16,140	Date of most recent PP Review	July 2018 (internal)
Number on roll	147	Number of eligible pupils currently on roll in school	15	Date for next internal review of this strategy	July 2019 (with termly in-year reviews)

2. Current Attainment at KS2 (11 pupils – 7 in Y6, 2 in Y5, 1 in Y4, 1 in Y3)				Gap
	Pupils eligible for PPG (school achievement %)	Pupils not eligible for PPG (national outcomes)		
% attaining at least the expected standard in reading, writing and maths	55%	64%		-9%
% making expected progress in reading	55%	75%		-20%
% making expected progress in writing	55%	78%		-23%
% making expected progress in maths	55%	76%		-21%

Current Attainment at KS1 (4 pupils – 2 in Y2, 2 in YR)			Gap
	Pupils eligible for PPG (school achievement %)	Pupils not eligible for PPG (national outcomes)	
% attaining at least the expected standard in reading, writing and maths	50% expected to attain GLD 50%	71.5% GLD (YR only) 65% KS1	
			-21.5% (YR only) -15%

% making expected progress in reading	50%	75%	-25%
% making expected progress in writing	50%	70%	-20%
% making expected progress in maths	50%	76%	-26%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school)

A	High and lower ability pupils in writing (also eligible for PP) are making less accelerated progress (50% of PP have difficulties with spelling)
B	A significant proportion of children eligible for PPG also have identified SEND (45% in KS2 & 50% in KS1, 7/15 children in total)
C	Social and emotional problems are affecting the wellbeing and progress of many PPG pupils
D	Weaknesses in learning behaviours eg lack of independence or resilience are also affecting many PPG pupils

External barriers (issues which require action outside of school e.g. attendance)

E	10% of KS2 pupils are LAC, subject to a PEP and with emotional issues 50% of KS1 pupils are in Reception
F	Teachers express that 60% of PPG children are not fully supported at home with their learning.
G	53% of PPG pupils are from homes with serious financial difficulties at present

2. Outcomes

	Desired outcome	Success criteria (including how we will evidence impact)
A-Good progress	Improved outcomes for PPG children in writing	Pupils eligible for PPG will make at least expected progress with some making accelerated progress so that gap between pupils eligible for PPG and other children is reduced.
B - Additional needs supported effectively	Children with additional needs (including those being monitored and involved in interventions) will be supported more effectively.	Children eligible for PPG, particularly those with additional SEN factors will be supported more effectively through ensuring the established SEND practice is followed for PPG pupils and part of the school's non negotiables document and monitoring procedures.
C,D & E - Social and emotional difficulties are reduced	Identified difficulties of anxiety and inability to regulate emotions will be reduced for all children including those eligible for PPG	PPG children with identified social and emotional needs will be supported effectively to reduce barriers to learning. There will be reduced incidence of behavioural problems, increased participation rates in class, reduction in social/friendship issues and increased social integration.
D - Improved learning behaviours	Develop growth mind-sets in pupils eligible for PPG which will improve levels of resilience, self-esteem, determination and independence	The resilience, self- esteem, determination and growth mind-set of pupils eligible for PPG in learning situations will be improved. This will be measured by improved attainment and progress for these pupils and reflected in Boxall profiles where appropriate.

F - Increased support from home	Children accessing PPG will be supported both in school and at home to ensure gaps are narrowed.	Number of PPG children handing homework in on time will increase. Number of PPG children reading at home will increase as evidenced in reading diaries.
G- Financial difficulties are addressed	PPG children are able to access the full range of opportunities on offer within the school	Number of PPG children attending residentials and visits and accessing music tuition

3. Planned Expenditure Academic Year: 2018-2019					
i. Quality of teaching for all (pedagogy)					
Desired Outcome	Chosen action / strategy	Evidence base / rationale for the chosen approach	Activity to monitor and evaluate effective implementation	Staff lead	Review date
A. Good progress. Improved outcomes for PPG children in writing linked to whole school Talk for Writing (T4W) project	CPD- whole staff CPD on T4W		Attend MAT inset day on T4W (Jan 2019) Purchase new whole school resources & carry out whole school project throughout year in conjunction with Litherland Moss Primary sharing further training and development opportunities	KZ & all staff	July 2019 (half way through project)
	Refine planning and teaching of writing as a consequence	EEF toolkit suggests feedback can have a very high effect on learning. This is because it redirects ore refocuses either the teachers or the learner's actions to achieve a goal.	Pupil progress meetings/ tracking Learning reviews	All teaching staff	Jan/April/July 19
	Programme of learning reviews embedded including: book scrutiny, digital learning journeys (including tapestry and seesaw) learning environment, pupil interviews.	EEF toolkit suggests parental involvement is consistently associated with success at school	Surveys at end of year plus monitoring of Seesaw and tapestry feedback	KZ / NL	July 2019
	Parents to be fully aware of new T4W project and information on how to support at home.	Additional adult presence has historically proven to raise attainment/progress all abilities and groups. Teachers to determine who is best person to provide support to each group.	Provision map monitoring termly	CR	Termly Dec 18, April 19, July 19
	Continue to provide additional TA support in the classes with the most PPG children.				

B. Additional needs supported effectively. Children with additional needs (including those being monitored and involved in interventions) will be supported effectively.	Pupil premium intervention sheets completed termly by teachers in collaboration with teaching assistants. Pupil premium sheets monitored by SENDco.	Multiple barriers faced by children therefore collaborative approach supports them fully. EEF suggests that the impact of collaborative approaches is positive	SENDco to put dates in the diary so teachers are aware when reviews need to be completed. Pupil voice recorded on intervention sheets. Children made aware of targets and how they can achieve them. Targets on display in all classrooms	NL/CR	Dec 18/April 19/July 19
	Daily intervention sheets completed by person responsible for intervention and monitored by classteachers.		Management time provided termly to SENDco to monitor forms.	NL/CR	Dec 18/April 19/July 19
	Support plans in place for children on SEN register and monitored termly.		Termly PPA sessions with TA/Teachers to work collaboratively on reviewing effectiveness of interventions.	All staff and TAs	Dec 18/April 19/July 19
	Meetings with parents put onto CPOMS and Principal and SENDco flagged.		Pupil progress meetings with Principal.	CR/Teaching staff	Dec 18/April 19/July 19
	Support from external professionals used when necessary.		SENDco involved with all learning reviews including book scrutinies.	SLT/NL	Termly
			Regular meetings with SENDco governor.	AW/NL/CR	Termly
D- Improving learning behaviours. Develop growth mind-sets in pupils eligible for PPG which will improve levels of resilience, self-esteem, determination and independence	Assemblies covered by SLT focusing on growth mindsets/ key strengths.	Pupil tracking meetings have highlighted some pupils for whom poor learning behaviours are preventing progress (e.g. children lack independence or are easily distracted).	Key themes in assembly to be discussed and regularly amended by SLT team.	KZ/CR	Half Termly
	Learning team supporting peers.		KZ to evaluate impact on learning team and kindness club.	KZ	Termly
	Refine whole school PHSE curriculum.		Principal & Vice Principal to review whole school PHSE curriculum and provide inset as necessary	CR/KZ	July 2019
				Total budgeted cost	£10,000

ii. Targeted support (interventions)					
Desired Outcome	Chosen action / strategy	Evidence base / rationale for the chosen approach	Activity to monitor and evaluate effective implementation	Staff lead	Review date
A. Good progress. Improved outcomes for PPG	Weekly spelling lesson for each class. Identified	We want to provide extra support to improve accelerate progress. Small	Weekly planning time given to teachers/vice-principal.	KZ/CR/NL	Weekly

<p>children in writing, particularly across KS2 (including those with SEND)</p> <p>B. Additional needs supported effectively. Children with additional needs (including those being monitored and involved in interventions) will be supported effectively.</p>	<p>difficulties addressed asap through 3 C- challenge, consolidate, correct</p> <p>Additional use of teacher/TAs for interventions to support children with spelling difficulties.</p> <p>Vice- Principal to each class 1 session per week to focus on reading and spelling strategies.</p>	<p>group or 1:1 boosters have been shown to have some positive effects as discussed in reliable evidence sources such the EEF Toolkit.</p>	<p>Weekly planning time given to TAs for intervention support.</p> <p>Time provided termly to work collaboratively.</p> <p>Impact of interventions overseen and monitored by subject lead, class teachers and SENDco</p>	<p>All staff</p>	<p>Weekly</p> <p>Termly</p> <p>Dec 17/April 18/July 18</p>
<p>C. Social and emotional difficulties are reduced. Identified difficulties of anxiety and inability to regulate emotions will be reduced for all including those eligible for PPG</p>	<p>Additional training for mid-day staff.</p> <p>Support from SENDco given to class teachers.</p> <p>Children identified put on nurture list and given appropriate support and intervention when needed. Boxall to be completed if necessary.</p> <p>Interventions to include: Gingerbear, Socially Speaking, friendship groups and using 5 point scale to reduce anxiety.</p> <p>Additional support to be given through PE funding for a variety of activities including playground friends, mile with a smile and dance sessions</p>	<p>EEF toolkit and further research (Elaine Hannen, educational psychologist) suggests that on average, Social and Emotional Learning (SEL) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). Interventions which target SEL seek to improve attainment by improving the social and emotional dimensions of learning.</p> <p>EEF toolkit suggests that overall, the impact of arts and sports participation on academic learning appears to be positive with some impact.</p>	<p>All classes to have identified list of children needing additional support in this area. Nurture areas established in every classroom and 5 point scale used effectively by all staff.</p> <p>Additional agencies to be used effectively to support areas of nurture including health and improvement team.</p> <p>Boxall profile reviewed termly and wishes and feeling of children carried out if appropriate.</p> <p>Interventions reviewed half termly by teacher and SENDco</p> <p>Children identified given additional support using PE funding. Current funding used: Dance- 34X10= £340 Playground friends- £200 per term for new equipment Playground markings £611 Possibly more money to be allocated</p>	<p>NL/CR/KZ</p> <p>Staff/SENDco</p> <p>NL</p>	<p>Autumn 18</p> <p>Termly if appropriate</p> <p>See PE Action plan/Sports Premium doc- reviewed termly</p>
<p>D & E. Improving learning behaviours. Develop growth mind-sets in pupils eligible for PPG which will improve levels of resilience, self-</p>	<p>Specific intervention support for identified children using 1 page profile and Boxall</p>	<p>Previous interventions – particularly based around arts/sports and friendships have historically had a positive impact.</p>	<p>1 page profile and Boxall profile reviewed on a termly basis</p>	<p>Teachers and NL to monitor</p>	<p>Termly</p>

esteem, determination and independence	Interventions in place to support children including-lunchtime groups and circle of friends			Intervention monitored half termly by teachers and reviewed by SENDco	Half Termly
				Total budgeted cost	£5640

iii. Other approaches					
Desired Outcome	Chosen action / strategy	Evidence base / rationale for the chosen approach	Activity to monitor and evaluate effective implementation	Staff lead	Review date
F. Increased support from home. Children accessing PPG funding will be supported both in school and at home to ensure gaps are reduced.	<p>Additional Liaison with parents/carers by all staff and SLT team including SENDco</p> <p>Whole school approach to developing communication with parents/carers through reading diaries/meet the teacher/additional meetings.</p> <p>Additional information shared with appropriate staff using CPOMS.</p> <p>Changes made to golden time to ensure children forgetting homework are not punished through loss of time. Different strategies used.</p>	<p>EEF toolkit makes some suggestion that homework including short and focussed intervention can support children attainment.</p> <p>EEF toolkit suggests parental involvement is consistently associated with success at school</p>	<p>Daily check completed of reading records. Signed weekly by teachers. Monitored during reviews by subject lead.</p> <p>CPOMS monitored by Principal and SLT.</p> <p>Golden time monitored by SLT</p>	<p>All staff</p> <p>CR/KZ</p> <p>CR/KZ</p>	<p>All year</p> <p>Reviewed at staff meetings when appropriate</p> <p>Reviewed on a regular basis.</p> <p>Reviewed at staff meetings when appropriate.</p>
G – Financial support provided by school allows PPG pupils to access opportunities which otherwise may have been denied to them	4 identified PPG children all on track and meeting national standards will receive financial support from school this academic year and costs of residential visits, day trips etc will be met through PPG	All pupils including PPG children should have the same opportunities to access the wider aspects of school life.	Admin Assistant to record all contributions made and Principal to monitor termly	CR / PS	Termly review
				Total budgeted cost	£500

4. Review of expenditure		13 PPG children £16,720 allocated & spent		
Academic Year	2017 / 18			
i. Quality of teaching for all				
Desired Outcome	Chosen action / strategy	Impact: were success criteria met?	Lessons learned (will this approach / strategy continue?)	Cost
A. Good progress. Improved outcomes for PPG children in writing (particularly spelling), particularly across KS2	CPD- whole staff CPD on spelling and punctuation. Refine planning and teaching of spelling. Programme of learning reviews embedded including: book scrutiny, digital learning journeys (including tapestry and seesaw) learning environment, pupil interviews. Parents to be fully aware of new spelling programme and information on how to support at home. Continue to provide additional TA support in the classes with the most PPG children.	Positive impact of introduction of Spelling Bee across whole school. Structured approach in all classes with consistency of practice Successful and built upon for 2018/19 All built into annual calendar for staff and this is issued in Sept 2018 All classes using Reading Records to attach weekly lists for parents. All classes adding full term's Spelling Bee lists to website class pages. Provision Map completed and revised termly	Will continue Will continue Will continue Will continue Will continue	£6,220
	B. Additional needs supported effectively. Children with additional needs (including those being monitored and involved in interventions) will be supported effectively.	Pupil premium intervention sheets completed termly by teachers in collaboration with teaching assistants. Pupil premium sheets monitored by SENDco.	This ensured interventions were changed as necessary and pupils made best possible progress.	

	<p>Daily intervention sheets completed by person responsible for intervention.</p> <p>Support plans in place for children on SEN register and monitored termly.</p> <p>Meetings with parents put onto CPOMS and Principal and SENDco flagged.</p> <p>Support from external professionals used when necessary.</p>	<p>TAs and Teachers completed records to enable effective tracking of success of current strategies.</p> <p>Allowed more accurate reporting of progress to SLT, Governors and feedback to staff</p> <p>Improved communication within the school</p> <p>Allowed for appropriate next steps and support</p>	<p>Will continue</p> <p>Will continue</p> <p>Will continue. All meetings with parents now added to CPOMS along with any agreed actions</p> <p>Will continue</p>	
<p>D- Improving learning behaviours. Develop growth mind-sets in pupils eligible for PPG which will improve levels of resilience, self-esteem, determination and independence</p>	<p>Assemblies covered by SLT focusing on growth mindsets/ key strengths.</p> <p>Learning team supporting peers.</p> <p>Refine planning and teaching of PHSE curriculum.</p>	<p>KZ weekly assemblies ensured regular input and further development in this area</p> <p>Some input in this area but not developed fully</p> <p>Deferred to 2018/19</p>	<p>Will continue in 2018/19</p> <p>No plans for further development in 2018/19</p> <p>SLT will take responsibility for revising this area of the curriculum as part of SDP 2018/19</p>	

<p>ii. Targeted support</p>				
Desired Outcome	Chosen action / strategy	Impact: were success criteria met?	Lessons learned (will this approach / strategy continue?)	Cost
<p>A. Good progress. Improved outcomes for PPG children in writing, particularly across KS2 (including those with SEND)</p>	<p>Weekly spelling lesson for each class. Identified difficulties addressed asap through 3 C-challenge, consolidate, correct</p>	<p>7/13 children meeting Expected standards or better 3Cs approach established and successful.</p>	<p>Increased focus on named PPG children with identified writing issues. 3Cs approach to continue in 2018/19</p>	<p>£10,000</p>

<p>B. Additional needs supported effectively. Children with additional needs (including those being monitored and involved in interventions) will be supported effectively.</p>	<p>Additional use of teacher/TAs for interventions to support children with spelling difficulties.</p> <p>Vice- Principal to each class 1 session per week to focus on reading and spelling strategies.</p>	<p>Spelling interventions had varying successes. TAs used effectively to support PPG pupils through interventions and in lesson support.</p> <p>This was impacted upon by Vice-Principal having to cover full class teaching role due to a Maternity Leave</p>	<p>This will continue in 2018/19</p> <p>Not possible to continue due to Vice Principal needing to teach full time in class due to budget constraints</p>	
<p>C. Social and emotional difficulties are reduced. Identified difficulties of anxiety and inability to regulate emotions will be reduced for all including those eligible for PPG</p>	<p>Whole school nurture training. Additional training for mid-day staff.</p> <p>Support from SENDco given to class teachers.</p> <p>All staff trained in attachment disorder (In school and through Thorn Road)</p> <p>Children identified put on nurture list and given appropriate support and intervention when needed. Boxall to be completed if necessary.</p> <p>Interventions to include: Gingerbear, Socially Speaking, friendship groups and using 5 point scale to reduce anxiety.</p> <p>Additional support to be given through PE funding for activities including playground friends, mile with a</p>	<p>Staff inset in 2017/18 proved effective</p> <p>Impacted by SENDco Maternity leave (Principal took on cover role)</p> <p>Staff Inset 2017/18</p> <p>Boxalls completed for 2 PPG children currently and progress measured as good. 4 PPG children on school nurture list and all accessed range of additional activities in school.</p> <p>3 PPG children accessed specific social and emotional interventions successfully</p> <p>All PPG children accessed additional Sport Premium funded opportunities during 2017/18</p>	<p>Middays accessing further inset in Jan 2019</p> <p>Will continue in 2018/19</p> <p>Additional TA training in 2018/19 scheduled for all TAs Sept 2018 and individuals throughout year</p> <p>Will continue and be extended in 2018/19</p> <p>Will continue in 2018/19</p> <p>This will continue in 2018/19. The range of activities is to be extended.</p>	

	smile and yoga sessions.			
D & E. Improving learning behaviours. Develop growth mind-sets in pupils eligible for PPG which will improve levels of resilience, self-esteem, determination and independence	Specific intervention support for identified children using 1 page profile and Boxall Interventions in place to support children including- lunchtime groups and circle of friends	One page profiles and Boxalls introduced and used effectively Introduced and effective, in particular the lunchtime groups. Received positive feedback from parents and carers as well as pupils	Will be extended in 2018/19 To be continued in 2018/19 although reduced staffing levels of TAs will impact on the quantity we can offer	
iii. Other approaches				
Desired Outcome	Chosen action / strategy	Impact: were success criteria met?	Lessons learned (will this approach / strategy continue?)	Cost
F. Increased support from home. Children accessing PPG funding will be supported both in school and at home to ensure gaps do not occur	Additional Liaison with parents/carers by all staff and SLT team including SENDco Whole school approach to developing communication with parents/carers through reading diaries/meet the teacher/additional meetings. Additional information shared with appropriate staff using CPOMS. Changes made to golden time to ensure children forgetting homework are not punished through loss of time. Different strategies used.	Increased use of texting using teachers2Parents but the lack of facility for parents to respond to these texts caused issues Use of Reading Diaries increased. Consistent whole school approach established CPOMS successfully introduced. Monitored by Principal and feedback provided regularly to staff and Governors Introduced in 2017/18. Practice not consistent across all classes	Teachers to ensure use of Seesaw allows for greater and improved communication in 2018/19 as allows parental response To be continued in 2018/19 Protocols to be tightened for increased use to ensure all communication with parents is logged on CPOMS and SLT and SENDco are copied in. To be continued with consistent practice introduced to all staff and monitored by SLT in 2018/19	£500.00
G – Financial support provided by school	4 identified PPG	Effective use of funding.	To be continued and extended in 2018/19	

allows PPG pupils to access opportunities which otherwise may have been denied to them	children all on track and meeting national standards will receive financial support from school this academic year and all costs of residential visits, day trips etc will be met through PPG	Pupils accessed range of day trips, visits and residential		
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5. Additional supporting information

Due to the very small numbers of pupils with PPG funding in our school it is difficult to provide more detailed feedback without specifically identifying individuals. This information is held by the Principal.